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Abstract

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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN U.S. HISTORY TO 1865

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JC 690 415

U.S. HISTORY TO 1865 OBJECTIVES: SET# 1

Unit I--Introduction to course and to history

Goals: 1) Students will understand the organization and procedures of the course.

2) Students will know what constitutes valid history.

Objectives: 1)
--During the first class period, students will examine and have opportunity to question the course outline and requirements.

2)
--During the second class period, students will complete an auto-instructional device directed to a definition of valid history and self-administer the attached test, achieving at least 79% correct.

Unit II--Colonial America

Goals: 1) Students will be able to relate the development of colonies and their character to the European background, rationale of settlement, and influence of American setting.

2) Students will be able to analyze the fragmentation of colonies' single-minded purposes into a breadth of purpose.

Objectives: 1)
--Under usual examination conditions, the student will distinguish between the three types of colonies founded in America, listing:
a) the nationalities of the settlers
b) their reasons for emigrating
c) the influence, if any, of change exerted by the nature of American surroundings and of support from home 80%

2)
--Under usual examination conditions, the student will defend or attack the truth of the following statement, supporting his position with examples of the experience of at least two colonial ventures:
"Within three generations the pattern of colonial life had successfully come to terms with the demands of surroundings and confirmed, with little significant variation, the founding principles of the colony." 30 min. 70%

Unit III--American Revolution

Goals: 1) Students will be able to understand the development of unity of consciousness and its limits that preceded nationalism.

2) Students will know and analyze American motives in beginning a revolution, the split between "Tories" and "Americans," the American Revolution as a revolution against established power and its implications.

Objectives: 1)

--Under usual examination conditions, the student will define, and support with at least two historical examples, a reason for the development of the unity of consciousness that preceded nationalism in the American colonies. 30 min. 70%

2)

--The student will write a paper of three to five pages outside of class defending the "Tory" side in the American colonies during the months surrounding the Declaration of Independence. He must use at least three rational arguments to attack the purpose of the revolutionaries.

Unit IV--Confederation and Union

Goals: 1) Students will know how the Confederation was formed, its strengths and weaknesses, why it was changed.

2) Students will understand the forces at work in the writing and ratification of the Constitution.

3) Students will know the structure of the government as established under the first two presidents.

Objectives: 1)
--The student will be able to actively discuss in class both the merits and weaknesses of the Articles of Confederation with respect to the time in which and the situation for which they were written. 60%

2)
--Under usual examination conditions, the student will explain in a few brief sentences two reasons why the Anti-federalists were unable to prevent the adoption of the Constitution. 70%

3)
--Given a list of governmental institutions and practices established during the terms of Washington and John Adams, the student will, under usual examination conditions, be able to correctly identify the source of at least seven of ten. 70%

Unit V--Jeffersonian Revolution

Goals: 1) Students will understand the elements of Jeffersonian dialogue, its implications and effects.

2) Students will comprehend the changes in the American scene during the period of the Jeffersonians.

Objectives: 1)

--Outside of class, the student will write a paper of three to five pages, criticizing or defending the following statement, supporting his contentions with historical fact and example: "The Jeffersonian ideal of a republic of small agrarians was only ideal; realization of such a republic was impossible and impractical." 70%

2)

--The student will be prepared to discuss in class the territorial and constitutional changes that took place between 1800 and 1828 and will be prepared to defend each side of the question, "Was Jefferson or were the Presidents who immediately followed him loyal to the ideal of strict construction of the constitution or did they ignore the principle as no more than a piece of currently effective political propaganda?" 60%

Unit VI--Jacksonian Democracy

Goals: 1) Students will know why Jacksonianism was adopted, how it differed, its implications for the principle of democracy in political thought and structure.

2) Students will understand the growth of belligerent nationalism and of sectional interests.

Objectives: 1)

--Under usual examination conditions, the student will, in twenty minutes, attack or defend the statement, "The election of Andrew Jackson marked the rise and was at the hands of the common man." 60%

--Given a statement of political theory made by Jackson, the student will, under usual examination conditions, identify and explain in 50 words or less at least two strains of thought representative of Jacksonian democracy and distinct from Jeffersonian democracy. 70%

2)

--The student will be prepared to orally discuss in class two examples of belligerent nationalism exercised in the foreign policy of the period 1830-1850. 100%

--Outside of class the student will write a paper of not more than 500 words exemplifying the rise of sectionalism between 1830-1850 and drawing at least two conclusions as to the reasons behind the development. 80%

Unit VII--Sectionalism

Goals: 1) Students will understand how sectional interests came to precede national interests and will identify the North, South, and West as distinct sections.

2) Students will understand the strengths and weaknesses of sectional compromise and its failure to prevent war.

Objectives: 1)

--The student will be prepared to orally identify in class two distinctions each between North, South and west apparent by 1850. 100%

--Given a list of three factors commonly associated with the triumph of sectionalism to the detriment of nationalism, the student will order them in descending importance, supporting each placement by a statement of twenty-five words or less. 70%

2)

--Under usual examination conditions, the student will attack or defend the statement: "The Compromise of 1850 was merely a stop-gap measure that only delayed the outbreak of the Civil War a decade." He will take into account the following points:

--public frame of mind in 1850 and 1860 in both North and South

--stand of President Fillmore and President Lincoln on the general principle of compromise. 30 min. 70%

Unit VIII--Civil War

Goals: 1) Students will understand the theoretical justification for secession.

2) Students will be able to relate the causes of the Civil War to the reasons for its ultimate outcome.

Objectives: 1)
--Under usual examination conditions, the student will write a defense of secession as it might appear in a newspaper editorial in one of the Southern states just before it declared itself seceded from the Union. 250-300 words. 30 min. 70%

2)
--The student will be prepared to orally discuss a major strength and a major weakness of the Northern position and of the Southern position in the Civil War, as they affected the prosecution of the war. 80%

U.S. HISTORY TO 1865 OBJECTIVES: SET # 2

UNIT I INTRODUCTION

A. The student will understand what is meant by "history" and "historiography" He will understand that this course is based on the achievement of stated objectives, and he will determine his areas of weakness in the subject matter.

B. Objectives:

1. The student will complete the program "What is History" with its self administered quiz. 100

2. The student will take a pre-assessment test on the subject matter of the course to determine areas of weakness. 100

3. The student will participate in a discussion of study habits and aids to study. 100

4. The student will understand the requirement of a term paper, due at the end of Unit VII, five pages in length, on the history and folklore of some person or event in early American History, commenting on the fact, the reasons for its distortion and the means whereby the distorted version was spread. The topic is to be approved in advance by the teacher, no later than at the end of Unit V. 100

UNIT II COLONIAL AMERICA

A. The student will understand a) the causes of English colonization in the 17th and early 18th centuries, and b) the nature and consequences of methods utilized by England to develop and control her colonies in the western hemisphere from 1600 to 1763.

The student will understand the economic, social and political, and geographic causes of unity and disunity among the thirteen colonies until 1763.

B. Objectives:

1. Given a list of statements concerning the causes, rationale and consequences of colonization, the student will select those which are descriptive of the English colonial experience between 1600 and 1763. 70

2. Given a list of reasons for immigration to the colonies, the student will signify which were effective in the establishment and development of specified Northern, Middle, and Southern colonies. 70

3. Given a list of statements of opinion on social, economic or political problems, the student will indicate for each statement which of a list of four persons would be most likely to hold that opinion. 66

UNIT III REVOLUTION

A. The student will understand the incidents which led up to the war of Independence and who the loyalists and patriots were. He will understand the characteristics of the combattants, and the strategy and significance of the major battles. He will understand why America won the war and what were the social and economic aftermaths of the war.

B. Objectives:

1. Given a list of acts by England, the student will be able to match them with the actions taken by the colonists. 70

2. Given a list of important statements the student will be able to match them to their authors. 70

3. Given a list of statements, the student will signify which are descriptive of social, and military conditions during and after the war. 70

4. Given a list of statements, the student will signify which are descriptive of a loyalist point of view and which are of a revolutionist's. 70

5. During class lecture, the student will locate on a map of the colonies the location of the principle battles, troop headquarters, lines of supply and blockade. The student will also prepare during lecture a tabular summary of the principle actions of the war, the leaders, losses, and important characteristics and consequences. 100

UNIT IV FOUNDING A NATION

A. The student will understand the nature and effectiveness of the Articles of Confederation and the Constitution. He will know and understand the different contributions of the Federalists and the Republicans.

B. Objectives:

1. From a list of statements the student will select those which are descriptive of weaknesses in the Articles of Confederation. 80

2. From a list of statements the student will signify which are descriptive of the actions accomplished under the Articles of Confederation and which under the early Federal Constitution. 70

3. Given a list of proposals made at the Constitutional Convention, the student will match these statements with those of a list of counter-proposals, and in 10-25 words describe the compromise between the two that became part of the Constitution. 60

4. The student will write an argument of 150-250 words that an Anti-Federalist might give opposing the ratification of the Constitution. 90

5. Given a list of statments, the student will select which are descriptive of the Bill of Rights. 80

6. Given a list of programs, the student will signify which were generally supported by the Federalist Party, and which by the Republicans. 70

7. Orally in class, the student will describe in five minutes the probable political opinions of a person in a region and occupation to be designated by the teacher a day previous to the presentation. 90

UNIT V THE YOUNG REPUBLIC

A. The student will understand the causes and consequences of the Revolution of 1800. He will understand the significance of Marshall's Judiciary Acts. He will understand the relationship between events in Europe and South America with those in America, before and after the War of 1812. He will understand the political and social causes of the Missouri Compromise, and the political and social bases for the Era of Good Feeling.

B. Objectives:

1. Given a list of statements, the student will select those descriptive or explanatory of the Revolution of 1800. 70

2. Given a list of statements describing American actions and a list of statements of European situations, the student will match each American act with the European situation it is associated with. 70

3. Given a list of judicial decisions the students will indicate the importance of each in 35 words or less. 60

4. The student will indicate which of five statements are descriptive of the problems confronting the nation when Missouri asked for statehood. 80

5. Given a list of statments, the student will select those which describe the economic, social and political bases for an "Era of Good Feeling." 70

6. Given a list of statements, the student will indicate those which are explanatory or descriptive of American Foreign Policy following the War of 1812. 70

UNIT VI ENERGETIC DEMOCRACY

A. The student will understand the political changes of the Jacksonian Era and the social changes which caused them. He will understand the economic changes which result in a strengthened sectionalism, and the political policies based upon them. He will understand the relationship between the new intellectualism and the growth of democracy.

B. Objectives:

1. Given a list of reforms, the student will identify which were demanded by organized labor. 80

2. Given a list of statements the student will signify which are descriptive of political changes during the Jacksonian Era. 70

3. Given a list of statements the student will indicate which are explanations for Jackson's policies on 1) the National Bank, 2) Indian Affairs, and 3)Internal Improvement. 70

4. Given a list of statements descriptive of policy, the student will identify those held by Jackson, those by Henry Clay, and those by John C. Calhoun. 70

5. Given a list of statements te student will indicate which were causes of the Panic of 1837. 80

6. Given a list of Utopian communities, the student will identify their unique and common characteristics, their leaders, location and causes of success or failure. 70

UNIT VII WESTWARD EXPANSION

A. The student will understand the causes, economic and social, of Westward Expansion and the political and diplomatic consequences of the same.

B. Objectives:

1. Given a list of statements the student will indicate which are causes for westward expansion into 1) the Ohio Valley, 2) the Old Southwest, 3) Oregon and California, and 4) Utah. 70

2. The student will indicate the truth or falsity of statements descriptive of the acquisition of Oregon, Texas, and the Mexican Cession. 70

3. The student will match the names of men of consequence in the West with their actions. 80

4. The student will match certain key terms of the period (such as Fifty-four, Forty or Fight) with statments relating their political or diplomatic importance with the West. 70

UNIT VIII SECTIONALISM

A. The student will understand the economic, social and political differences between North and South and how these led to war.

B. Objectives:

1. Given a list of statements the student will indicate which are descriptive of economic and social development in the North, and in the South. 70

2. Given a list of terms, the student will identify the importance of each term to the slavery question in 10-25 words each. 60

3. Given an unsigned passage by an abolitionist, the student will select from a list answers to questions about his opinions, probable actions and his home state during the twenty years preceding Civil War. 60

4. The student will signify which of a list of statements were part of the pro-slavery arguments of the 1840's and 1850's. 70.

5. From a list of statements the student will select those which answer questions about the causes and effects of the Compromise of 1850. 70

6. The student will signify which of a list of statements were arguments by Northerners that Southerners were breaking the Compromise of 1850. 70

7. The student will signify which of a list of statements were arguments employed by Southerners to prove that Northerners were breaking the Compromise of 1850. 70

8. The student will match names of the period with statements of their relationship to the slavery question. 70

9. Orally in class, the student will give a five minute statement of the political opinions of a man of this period in an occupation and state to be designated by the teacher. 90

UNIT IX CIVIL WAR

A. The student will understand the policies of the leaders of the war and the conditions which resulted in the victory of the North.

B. Objectives:

1. The student will match the names of men of the Republican party with statements of their opinions and positions. 70

2. The student will indicate which of a list of statements were part of the compromise attempts preceding secession. 70

3. The student will match the names of places with statements of their importance in the war. 70

4. Given a list of statements the student will select those descriptive of war time conditions in the North, and in the South. 70

5. The student will indicate which of a list of statements were conditions of the Emancipation Proclamation and which of the Thirteenth Ammendment. 70.

6. The student will identify in 10-25 words the importance of each of the following: the Trent, the Alabama, and the Monitor. 66

7. The student will locate in class during lecture the principle battles, blockades and supply routes of the war on a map, and he will also make a tabular summary of the war actions: leaders, losses, and major characteristics and significance. 100

U.S. HISTORY TO 1865 OBJECTIVES: SET # 3

UNIT I

COLONIAL AMERICA

An understanding of colonial America is essential to the student's evaluation of the American Revolution. Many of the customs and procedures found in the political, economic, and social structures of the United States were established prior to 1775.

GOAL	The student will be able to understand the role mercantilism played in the economic development of the British colonies in North America.
OBJECTIVE 1	In the Instructional Media Center (I.M.C.) the student will read document #23 - "The Navigation Act of 1660." He will write a one-page summary discussing the purpose of this act.
OBJECTIVE 2	In class the student will be given a five-question self-test on document #23. A five-minute discussion on the document will follow the self-test.
GOAL	The student will be able to identify the colonial society class structure.
OBJECTIVE 1	Given a list of the four major classes found in colonial America (Aristocracy, Middle, Yeoman Farmers, and Lower), the student outside of class will write a half-page paragraph on each classification.
OBJECTIVE 2	Outside of class, the student will read a periodical article on one of the four colonial classes. He will be prepared to contribute to a class discussion on the topic.
GOAL	The student will be able to identify the governmental structure that developed during the colonial period in America.
OBJECTIVE 1	Outside of class, the student will define the three political classifications used in colonial America (Royal, Proprietary, and Charter). Definitions are limited to one paragraph per term.
OBJECTIVE 2	Outside of class, the student will list the elements of English government found in the American British colonies.
OBJECTIVE 3	Outside of class, the student will write a one-page paper describing a typical colonial government. He will include in this paper the problems faced by colonial govenors.

UNIT II

THE AMERICAN REVOLUTION - CRITICAL PERIOD

The American Revolution signaled a change in the political structure of the colonists. After the termination of the fighting, the Americans established a confederation form of government. The period under the Articles of Confederation proved to be an experimental venture. Because of the serious weaknesses found in the governmental structure during the Critical Period, a convention was called for in 1787 to revise the Articles. Out of this convention developed a new form of government - a republic under a federal system. It is important that students understand the background to the events that developed in the summer of 1787.

GOAL — The student will evaluate the various explanations of the cause for the American Revolution.

OBJECTIVE 1 — Given the explanation that the American Revolution was the result of the tyranny of George III, the student will prepare a one-page paper defending or denying the statement.

OBJECTIVE 2 — Given the explanation that the American Revolution was the result of the ineptitude of the English Tories, the student will prepare a one-page paper defending or denying this statement.

OBJECTIVE 3 — Given the explanation that the American Revolution was the result of the colonists' desire to be free of British regulations, the student will prepare a one-page paper defending or denying this statement.

GOAL — The student will know the significance of the Seven Years' War (French and Indian War).

OBJECTIVE 1 — Outside of class, the student will list the results of the Treaty of Paris (1763).

OBJECTIVE 2 — A five-minute self-test will be given to the student on the results of the French and Indian War.

GOAL — The student will be able to identify and to list the Intolerable Acts.

OBJECTIVE 1 — Outside of class, the student will write a brief paragraph explaining the British motivation behind the Intolerable Acts.

OBJECTIVE 2 — The student will list in class the Intolerable Acts. He will describe the purpose of each act. (Boston Port Act, Massachusetts Government Act, Act for the Impartial Administration of Justice, and Quartering Act).

GOAL — The student will be able to identify the major concepts contained in the Declaration of Independence.

OBJECTIVE 1 — Outside of class, the student will list the main points found in the Declaration of Independence. He will be prepared to participate in a fifteen-minute class discussion on the document.

GOAL — The student will be able to identify the general character of the American Revolution.

OBJECTIVE 1 — Outside of class, the student will write a one-page paper on the division of public opinion during the Revolution. He will include the public opinion of the Loyalists, Opportunists, and Patriots. He will summarize the division of patriot opinion (radicals and conservatives).

OBJECTIVE 2 — An article concerning the division of public opinion during the Revolution, will be read by the student. A brief summary of the article will be turned in on a 3" by 5" card.

GOAL — The student will be able to identify the weaknesses contained in the Article of Confederation.

OBJECTIVE 1 — Given five minutes in class, the student will be able to identify and to list ten weaknesses of the Articles.

GOAL — The student will be able to identify the achievements and problems during the Critical Period.

OBJECTIVE 1 — The student will read document #78 - "Land Ordinance of 1785." He will be asked to list the method used in dividing the Northwest Territory. He will list the steps in establishing a township He will be asked to indicate the purpose for lot 16.

OBJECTIVE 2 — The student will read document #82 - "The Northwest Ordinance." A five-minute self-test will be given in class on the provisions found in the

(OBJECTIVE 2 cont.)
document. The student will be requested to list the steps that a territory had to take before obtaining statehood status.

OBJECTIVE 3 — Outside of class, the student will write a one-page summary listing the achievements under the Articles.

OBJECTIVE 4 — Outside of class, the student will write a one-page summary listing the problems under the Articles.

OBJECTIVE 5 — After hearing the lecture on the Critical Period, the student will list the supporters for continuing the government under the Articles and those against the continuation of government under the Articles. Outside of class, the student will write a one-page summary on the positions taken up by each group.

UNIT III

WASHINGTON'S ADMINISTRATION - THE END OF THE FEDERALISTS

A mature citizen needs to understand the basic principles contained in the United States Constitution. The Washington Adminstration was the initial test for the Constitution. Political parties play an important role in a government. The decline of the first political party under the new government is evaluated in detail. The fundamentals of government (U.S. Constitution and its first ten amendments) are studied. Consideration is given to the achievements and failures of the Federalist administrations.

GOAL — The student will be able to identify the problems faced by the Constitutional Convention.

OBJECTIVE 1 — Outside of class, the student will list the major problems faced by the Constitutional Convention. He will include the following items:

1. early decisions made by the delegates
2. structure of the new government
3. "Great Compromise"
4. "Three-fifths Compromise"
5. powers of the Senate
6. powers of the House of Representatives
7. "Impairing the obligation of contracts"
8. "Elastic Clause"
9. provision for amending the Constitution

OBJECTIVE 2 — Outside of class, the student will write a one-page paper on the topic, "Why has the Constitution of 1787 worked so well?" He will be prepared to contribute to a fifteen-minute discussion on the above topic.

GOAL — The student will understand the meaning of the "Elastic Clause" and the Tenth Amendment.

OBJECTIVE 1 — After reading the "Elastic Clause," (Article I, section 8, last paragraph) the student will prepare a one-page paper on the importance of the clause.

OBJECTIVE 2 — After reading the Tenth Amendment, the student will prepare a one-page paper on the importance of the amendment.

OBJECTIVE 3 — In class the student will write for ten minutes on the interpretation of the Constitution based on the (1) "Elastic Clause" and (2) Tenth Amendment

GOAL — The student will identify the various provisions under the Hamiltonian Program.

OBJECTIVE 1 — The student will read document #93 - "Hamilton's Opinion on the Constitutionality of the Bank." He will write a one-page paper listing the justification used by Hamilton in defending the creation of the United States Bank.

OBJECTIVE 2 — The student will read document #94 - "Jefferson's Opinion on the Constitutionality of the Bank." He will write a one-page paper listing the opposition justification used by Jefferson on the bank issue.

OBJECTIVE 3 — Outside of class, the student will develop a list of achievements contributed to Hamilton and his financial plan.

GOAL — The student will identify the achievements and problems of the Federalists party between 1789-1800.

OBJECTIVE 1 — Outside of class, the student will identify in not more than two pages the following items:

1. Bill of Rights
2. Tariff and Navigation Acts - Report on Manufactueres
3. Land Law - 1796
4. Judiciary Act - 1789
5. Whiskey Rebellion - 1794
6. Jay's Treaty - 1795
7. Pinckey's Treaty - 1795
8. Separation of Powers
9. Neutrality Policy - 1793
10. Washington's Farewell Address

GOAL — The student will be able to identify the Alien and Sedition Acts and the responses to them - Kentucky and Virginia Resolutions.

OBJECTIVE 1 — The student will list the major concepts under the Alien and Sedition Acts (five-minute written quiz)

OBJECTIVE 2 — The student will list the basic arguments expressed in the Kentucky and Virginia Resolutions against the Alien and Sedition Acts (five-minute written quiz.)

OBJECTIVE 3 — Given the "Implied Powers" and "States' Rights"

(OBJECTIVE 3 cont.)
arguments, the student will write outside of class a three-page paper supporting each position.

GOAL — The student will be able to understand the Election of 1800.

OBJECTIVE 1 — The student will list the major concepts of Jeffersonian Democracy. He will be given ten minutes in class to accomplish this task.

OBJECTIVE 2 — Given the situation of Two Republicans tied for the offfice of President, the student will explain in writing how this constitutional situation has been resolved. (The problem refers to the Jefferson-Burr conflict in the Election of 1800.) This paper will be one-page and written outside of class.

UNIT IV

JEFFERSON - MADISON

The rise of the Republicans after the Election of 1800 marked the initial change of power from one political party to another in the United States. Land under control of the United States was doubled. An economic war was fought with Great Britain. It is important that the student understands and evaluates this critical period in history.

GOAL — The student will understand the limited scope of the Revolution of 1800.

OBJECTIVE 1 — Given document #106, "Jefferson's First Inaugural Address, March 4, 1801," the student will list the conciliatory gestures toward the opposition.

OBJECTIVE 2 — Outside of class, the student will read a periodical article on the Revolution of 1800. He will be prepared to contribute to the class discussion on the period.

GOAL — The student will identify the provisions of the Louisiana Purchase.

OBJECTIVE 1 — Given the document #108, "The Cession of Louisiana April 30, 1803," the student will list the principal provisions of the treaty with France. This assignment will be accomplished outside of class.

GOAL — The student will be able to identify the basic causes of the War of 1812.

OBJECTIVE 1 — Given a list of probably cause of the War of 1812, the student within a ten-minute period will be able to select the main causes and support his selection in a one-page paper.

OBJECTIVE 2 — Outside of class, the student will read document #114, "Madison's War Message, June 1, 1812," and after reading the document, he will write a one-page summary of the basic reasons Madison listed as a basis for a declaration of war with Great Britain in 1812.

GOAL — The student will understand the outcomes from the War of 1812.

OBJECTIVE 1 — Given a list of ten possible outcomes from the War of 1812, the student will be given two minutes to select the actual outcomes of the war.

UNIT V

NATIONALISM - END OF THE ERA OF GOOD FEELING

After the war of 1812 the nation experienced a period of national unity. There was a psychological feeling of being on the move throughout the United States. Sections were generally cooperative in allowing the federal government to become active in areas of internal improvement and encouragement towards industry (protective tariff). But out of this Era of Good Feeling developed a period of very hard feelings. The Election of 1824 demonstrated that the cooperative spirit was at an end. A student should be aware of the nationalistic period, but he must be able to evaluate its effect on the decade that followed.

GOAL — The student will understand the contributions made by John Marshall as Chief Justice of the Supreme Court.

OBJECTIVE 1 — Given the document #109, "Marbury v. Madison," the student will read it and write a one-page paper on the following: (1) What was the decision? (2) What was the logic behind the decision? (3) How does this decision effect the interpretation of the Constitution?

OBJECTIVE 2 — Given the document #113, "Fletcher v. Peck," the student will follow the same procedure as outline in OBJECTIVE 1 above.

OBJECTIVE 3 — Given the document #119, "Trustees of Dartmouth College v. Woodward," the student will follow the same procedure as outlined in OBJECTIVE 1 above.

OBJECTIVE 4 — Given the document #129, "Gibbons v. Ogden," the student will follow the same procedure as outline in OBJECTIVE 1 above.

GOAL — The student will be able to identify the four major candidates running for office in the Election of 1824.

OBJECTIVE 1 — Outside of class, the student will list the four major candidates for office in the Election of 1824. He will prepare, in writing, a summary of their support, platform, and success at the polls..

GOAL — The student will understand the events leading to the rise of the common man.

OBJECTIVE 1 — After listening to the lecture on the rise of the common man, the student will list the major reasons given for this development. He will read at least one periodical article on the topic.

OBJECTIVE 2 — After reading at least one periodical for OBJECTIVE 1 above, the student will write a two-page paper describing the rise of the common man.

UNIT VI

THE AGE OF JACKSON - MANIFEST DESTINY

The Election of 1828 marked a new era in American history. The common man had become of age with the election of Andrew Jackson. The Revolution of 1828, as with the Revolution of 1800, was not a blood bath but a change in philosophy concerning critical issues present in America. The nation experienced many crisis periods during the tenure of Jackson and his personal choice to succeed him. The nullification controversy was a warning of future problems ahead for the Union. Also included in this unit, is a study of the institution of slavery in the United States. It is vital that a student understands the human effects created by such an institution. The student will be asked to read a book--The Peculiar Institution - Slavery in the Ante-Bellum South (Kenneth Stampp)

GOAL — The student will be able to identify the basic characteristics of Jacksonian Democracy.

OVJECTIVE 1 — Given a list of fifteen characteristics, the student in a two-minute period will be able to select the items that characterize the principles of Jacksonian Democracy.

OBJECTIVE 2 — Outside of class, the student will write a one-page paper on the significance of the Jackson victory in 1828.

GOAL — The student will know the Jackson program for the Western and Southern farmers.

OBJECTIVE 1 — Given the document #142, "Jackson's Message on Removal of Southern Indians, November 24, 1835," the student will write a one-page summary of the reasons given for such an action taken by the federal government.

OBJECTIVE 2 — Given the document #148, "Removal of the Public Deposits: Jackson's Paper to Cabinet, September 18, 1833," the student will list the principal reasons stated by Jackson for his attitude toward the Bank of the United States.

GOAL — The student will be able to identify the causes of the Nullification controversy.

OBJECTIVE 1 — Given a list of ten probable causes for the Nullification controversy, The student will select and support the main causes for the conflict. This assignment will be limited to a two-page paper written outside of class.

OBJECTIVE 2 — Given the document #143, "South Carolina Ordinance of Nullification, November 24, 1832," the student will list the stated reasons given by South Carolina for its point of view on federal law v state's rights. Assignment to be accomplished outside of class.

OBJECTIVE 3 — Given the document #144, "Jackson's Proclamation to the people of South Carolina, December 10, 1832," the student will compare Jackson's views to document #143. The student will be prepared to discuss and to write in class on the subject covered in documents #143-144.

GOAL — The student will be able to identify the proslavery and antislavery arguments.

OBJECTIVE 1 — Outside of class, the student will read Kenneth Stampp's The Peculiar Institution - Slavery in the Ante-Bellum South. He will be prepared to participate in class discussion on the issue of slavery.

OBJECTIVE 2 — Outside the class, the student will write a paper on the topic: "List and explain the arguments in defense and against the institution of slavery." This paper shall be not less than two pages nor more than five pages.

UNIT VII

THE 1850's - CIVIL WAR!

One issue will dominate the 1850's--slavery. The nation will once again attempt to compromise on the issue, but the times and events of the 1850's illustrated the coming conflict could not be compromised. The nation was unwilling to face up to the principle stated in the Declaration of Independence. A student must understand theissues of the pre-Civil War era in order to comprehend the division present in American society in 1860. Today we are living in a period of social revolution. The issues are clear, but the solutions are not in the same perspective to the majority of Americans. A student in history needs an understanding of the events and issues leading to the Civil War. This understanding can shed some light on contemporary social problems in the United States.

GOAL — The student will be able to identify the provisio of the Compromise of 1850.

OBJECTIVE 1 — Given document #174, "Compromise of 1850,"--

1. Clay's Resolutions, January 29, 1850
2. Texas and New Mexico Act, September 9, 1850
3. Utah Act, September 9, 1850
4. Fugitive Slave Act, September 18, 1850
5. Act Abolishing Slave Trade in District of Columbia, September 20, 1850

the student will list the principal points in the above portions of the Compromise of 1850. He will write a three-page or less paper on the significance of the Compromise of 1850.

OBJECTIVE 2 — Outside of class, the student will read a periodical article on the Compromise of 1850. He will be prepared to contribute to the class discussion of the subject.

GOAL — The student will be able to identify the principal events during the 1850's that led to the Civil Wa

OBJECTIVE 1 — Outside of the class, the student will briefly identify the following items. Answers should be limited to a short paragraph on each item.

1. John Brown's Raid
2. Bleeding Kansas
3. Kansas-Nebraska Bill
4. Dred Scott Decision

OBJECTIVE 1 cont.

5. Election of 1860
6. Lecompton Constitution
7. Lincoln-Douglas Debate

GOAL — The student will be able to identify the immédiate causes of the Civil War.

OBJECTIVE 1 — Given the document #198, "South Carolina Ordinance of Secession, December 24, 1860," the student will briefly summarize the justification for secession. He will list the justifications in a one-page paper.

OBJECTIVE 2 — Given the document #195, "President Buchanan on Secession, December 3, 1860," the student will list a one-page paper the feelings of Buchanan on the role of the Federal Government during threats of secession.

GOAL — The student will be able to identify the outcomes of the Civil War.

OBJECTIVE 1 — Outside the class, the student will read three periodical articles on the results of the Civil War. He will prepare a three-page paper describing the outcomes of the Civil War.

OBJECTIVE 2 — Outside of class, the student will list and briefly describe the following items:

1. Homestead Act, May 20, 1862
2. Morrill Act, July 2, 1862
3. Pacific Railway Act, July 1, 1862
4. Emancipation Proclamation, January 1, 1863
5. Gettysburg Address, November 19, 1863

U.S. HISTORY TO 1865 OBJECTIVES: SET # 4

Unit One

Colonial America to the Revolution

Basic to an understanding of Colonial America and the Revolution is a knowledge of the various conditions which existed in the New World and the Old World, and which affected the course of this nation's history. In this type of context, the student will gain the realization that U.S. history did not begin in a vacuum, nor did it progress in one.

Objectives

I. Goal: The student will be able to place the founding of America in relation to events and developments in Europe.

Objective:

1. During the first 20 minutes of a regular class period, the student will match the names of the key early explorers with the names of the nations for which they sailed. (95% accuracy).
2. During the last 20 minutes of a regular class period, the student will identify, in five lines or less, six out of ten names of men important to early colonizing efforts. (95% accuracy).
3. Outside of class the student will pre- a map of the colonial U.S. in which he enters the following facts: the names of the thirteen original colonies; the dates of their founding; and the types of their charters. All boundaries are of 1775. (95% accuracy).

II. Goal: The student will be aware of the various patterns of empire employed by European powers in the colonization of the U.S.

Objective:

1. During a regular class period the student shall explain the policy of Mercantilism in 100-150 word essay. Essay to include statement of mercantilism's philosophy, how it was applied to the colonies, and major acts. (80% accuracy).
2. Outside of class, the student will prepare a 200-250 word essay in which he discusses the Old Colonial system. Answer to include description of system, reasons for its failure, and alternative used by the British. (80% accuracy).

III. Goal: The student will be able to differentiate between the several patterns of early American life.

Objective:

1. During 15 minutes of a regular class period, the student shall match the name of the colonies to their appropriate descriptions. (90% accuracy).
2. During 15minutes of a regular class period, the student shall match the major political, religious, and social developments with their appropriate descriptions. (90% accurac

IV. Goal: The student will know the events leading to the American Revolution and occuring during the actual period of warfare.

Objective:

1. During 20 minutes of a regular class period, the student shall match the names of the specific measures which antagonized the colonists to their appropriate description. (90% accuracy).
2. The student, in a regular class period, shall compare the major provisions of the Articles of Confederation to those of the Constitution of 1789, noting what events or developments led to, important changes. (80% accuracy).

Unit Two

The Post Revolutionary Period: New Institutions to New Democracy

The establishment of national institutions in America was not an easy process. Rather, it involved compromise in the beginning and changes throughout our history. Immediately following the Revolution, these changes began, taking various forms under the administrations of the different Presidents.

Objectives

I. Goal: The student will know the basic provisions of the Constitution and the controversies surrounding its various interpretations.

Objective:

1. During a regular class period, the student will match the functions of the federal government with the proper branch: executive; legislative; and judicial. (90% accuracy).
2. During 30 minutes of a regular class period, the student will list the Bill of Rights and briefly summarize the meaning of each amendment-three to five lines. (90% accuracy).
3. During 15 minutes of a regular class period, students will answer questions regarding the Jeffersonian and Hamiltonian programs. Answers will be approx. two minutes per student. (95% accuracy).
4. In a multiple choice test, given in a regular class period, students will mark the correct responses regarding the characteristcs of foreign policy under Washington and Adams.

II. Goal

The student will be aware of the basic tenets of Jeffersonian Democracy.

Objective:

1. In a multiple choice test, given during a regular class period, the students will be asked to select the best descriptions of Jeffersonian policies. (85% accuracy).
2. During 20 minutes of a regular class

period, students will note, from a list, the major causes of the War of 1812. (85% accuracy)

III. Goal: The student shall be able to identify the characteristics of early nationalism and expansion which followed the War of 1812.

Objective:

1. During a regular class period the student shall identify and note the significance, in five lines or less, of those events, policies, and developments associated with the Era of Good Feeling. (85% accuracy).
2. During a regular class period students will answer questions regarding the significance of John Marshall, the Monroe Doctrine, westward expansion, and technological developments. Students will be limited to approx. two minutes per answer. Correct responses will be noted in the grade book. (85% accuracy).

Unit Three

The Civil War in the Making: Jackson to Pierce

During the Era of Reform which followed upon the heels of America's second war for independence the U.S. began broadening the rights of the common man to participate in his government. During this period also, westward expansion, combimed with certain governmental polocies, raised the issue of sectionalism.

Objectives

I. Goal: The student shall know those developments associated with the rise of the common man and the characteristics of Jacksonian Democracy.

Objective:

1. In a 30 minute quiz, given during a regular class period, the student will note which descriptions apply to the Jacksonian Era. (85% accuracy).
2. During the same 30 minute test, the student shall briefly describe the major characteristcsof the Van Buren and Tyler administrations. (85% accuracy).

II. Goal: The student shall be aware of the several social-intellectual trends which marked the Jacksonian Era.

1. During a 30 minute test, the student will briefly identify and note the significance of the major religious developments of this period. Five lines or less. (85% accuracy).
2. Outside of class, he will prepare a 300-400 word essay in which he discusses the beginnings of abolitionism and the arguments used for and against slavery. (90% accuracy).
3. Outside of class, he will prepare a a 150-200 word essay discussing the importance of the west to U.S. history.

The discussion is to be centered around the Turner thesis and should include a statement of the thesis and two arguments for and against. (85% accuracy).

III. Goal: The student shall know the major characteristics of America at mid-century.

Objective:

1. In a multiple choice test, given during a regular class period, the student shall match the appropriate description of U.S. foreign policy with the proper nation. (90% accuracy).
2. In the same multiple choice test, the student will note the major domestic developments occuring in America: immigration, Nativism, agriculture, and industry. (85%).

Unit Four

The Coming of the Civil War and the War: 1850-1865.

The controversies over slavery, expansion and the tariff, all of which had their seeds in earlier periods of U.S. history, began coming to a head rapidly after mid-century. Although none of these issues were new to the nation, the terrible struggle which they inspired was.

Objectives

I. Goal: The student shall know the nature and the source of the issues which led to the Civil War.

Objective:

1. During a regular class period the student will briefly, in five lines or

less, note the relation of the following to the Civil War: Kanas-Nebraska Act; Dred Scott decision; Harper's Ferry; the election of Lincoln. (85% accuracy).

2. Outside of class he will prepare a 3-4 page paper, to be considered as part of hi final exam, in which he discusses the major causes of the Civil War as oultined in his text. Paper should include statement of the major causes and an assignment to their relative importance. Regarding this last point, the student should decide his position on the question, state it, and back it up with at least one other authority beside the text. (85% accuracy).

II. Goal: The student shall know the basic outlines of the course of the Civil War.

Objective:

1. Given a list of Civil War battles, the student, during 15 minutes of a regulab class period, shall note which ones were major battles and which two are regarded as turning points in the War.

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U.S. HISTORY TO 1865 OBJECTIVES: SET # 5

Units of Instruction

The history of the United States is a continuum of ideas, men, and events; to divide this continuum into indiscriminate blocks of time would be an injustice. Thus, the units of instruction found in History 11 attempt to mark those points at which the early American history tended to move into new and different directions. The units are as follows:

I. The Imperial Generations
(the creation of a New World civilization)

II. The Birth of a Nation
(the breach between Britain and her colonies)

III. The Successful Experiment
(the growth of American nationalism)

IV. The Energetic Democracy
(the expansion of a popular democracy)

V. A Nation Divided
(the dissention between North and South)

VI. Politics California-Style

General Objectives

I. The Imperial Generations

A. An Old World Expands

1. The students shall be able to explain how the Crusades and the subsequent efforts to achieve trade with the Orient led to the discovery of the New World.

2. The students shall be able to outline the development of the Spanish Empire in the New World, describing its political structure, its economy, and the nature of its society.

3. The students shall be able to identify the motives behind England's expansion to North America.

B. The English Colonies

1. The students shall be able to describe the nature of

the Southern, the Middle and the New England colonies, pointing out their social, economic and political differences.

2. The students shall be able to outline the major tenets of Puritanism, and shall be able to show how they contributed to the development of the Massachusetts Bay colony.

3. The students shall be able to identify the roles played by rationalism, deism, the Great Awakening, and the theories of Locke in the development of the American colonial culture.

C. Struggle for the Continent

1. The students shall be able to describe the characteristics of the French dominion of New France, including its form of government, its economic system, as well as the personality of its population.

2. The students shall be able to identify the off-setting advantages held by both Britain and France in their North American rivalry.

3. The students shall be able to explain what factors led to the contention between France and Britain in the French and Indian War.

4. The students shall be able to point out the role played by the colonists during the French and Indian War, indicating what effect this role had on future relations between Britain and her colonies.

II. The Birth of a Nation

A. The British Imperial System

1. The students shall be able to outline the structure of the British political system, comparing it to the governmental system found in the colonies.

2. The students shall be able to identify the basic attitudes held by the British toward the colonies, including those on colonial economy, the colonial governments, and the colonial demands for constitutional guarantees.

3. The students shall be able to explain the principle of mercantilism and point out how this principle was applied to the colonies before 1763.

B. The Seeds of Revolution

1. The students shall be able to point out the ways in which the Grenville Acts differed fundamentally from the legislation coming out of Britain's practice of mercantilism.

2. The students shall be able to describe the colonists' interpretation of the various imperial tax legislation, relating this interpretation to the ideas of "taxation without representation" and Parliamentary jurisdiction.

3. The students shall be able to outline the inconsistencies and the strategic errors inherent in British policy toward the colonies during the Townshend and North period.

4. The students shall be able to describe the colonial move for independence in terms of the motives of the colonists, their ideological underpinnings, and the actions they undertook.

5. The students shall be able to describe the development of the War for Independence, pointing out the characteristics of the combatants, the strategy, and the significant battles.

C. The Confederation and the Constitution

1. The students shall be able to identify those factors which prevented the United States from creating a system of government any stronger than that found in the Articles of Confederation.

2. The students shall be able to point out the weaknesses of the Articles of Confederation as they were revealed during its eight-year existence.

3. The students shall be able to describe the Constitutional Convention, indicating the characteristics of the delegates, their motives, and the major compromises they hammered out.

4. The students shall be able to identify the fundamental principles inherent in the Constitution, especially those which were designed to correct the errors of the Confederation.

5. The students shall be able to describe the ratification process.

III. The Successful Experiment

A. The Federalists in Power

1. The students shall be able to identify the liabilities of the new national government--left from the Confederation--as well as point out the ways in which they were overcome.

2. The students shall be able to describe the economic principles espoused by Hamilton, indicating how these principles were put into effect.

3. The students shall be able to explain how the American political party system was born, outlining the controversy between the Hamiltonians and the Jeffersonians.

4. The students shall be able to explain the American position in the war between Britain and France, pointing out the roles played by the Jay Treaty and the XYZ Affair.

5. The students shall be able to identify the principles involved in the Alien and Sedition Laws, indicating the reaction which these laws aroused.

6. The students shall be able to explain the impact of the election of 1800 in reference to shift in the nature of nation's political system.

B. Virginia Republicanism at the Helm

1. The students shall be able to point out the developments leading to the Louisiana Purchase, indicating Napoleon's predicament and Jefferson's compromise in constitutional principles.

2. The students shall be able to identify the motives behind the Embargo Act of 1807, and the effect it had upon American economy and international stature.

3. The students shall be able to describe the characteristics of the American frontier, outlining the nationalistic and expansionistic personality of the frontiersmen.

3. The students shall be able to explain America's policy leading her into the War of 1812, and the attitude of New England as illustrated in the Essex Junto and the Hartford Convention.

4. The students shall be able to identify the programs developed to combat the adverse effects of the War of 1812.

5. The students shall be able to explain the problem created by the emergence of Missouri, as well as the solution achieved through the Missouri Compromise.

6. The students shall be able to outline the factors leading to the reconciliation of economic, social, and political cleavages during the Era of Good Feeling.

7. The student shall be able to describe the nature of America's foreign policy, indicating the developments leading to the creation of the Monroe Doctrine.

IV. The Energetic Democracy

A. The Age of the Coonskin

1. The students shall be able to explain how the western frontier contributed to the development of a new type of American, indicating how this new American finally achieved political ascendency.

2. The students shall be able to determine the ways in which the election of Andrew Jackson led to a revolution in the American political system and the revival of party controversies.

3. The student shall be able to describe the developments leading to the Tariff of Abominations and the subsequent Nullification Ordinance of South Carolina.

4. The students shall be able to point out the weaknesses inherent in Jacksonian democracy, especially those of the spoils system, machine politics, and political demagoguery.

B. The Industrial Revolution in the North

1. The students shall be able to identify those factors which led to the mushrooming of manufacturing in the Northeast, pointing out the means by which the economic interests of the North were linked with those of the West.

2. The students shall be able to describe the characteristics of the industrial society of the North, indicating the nature of the factory worker and his relationship with the industrial capitalists.

3. The students shall be able to outline the development of American thought during this period, from the initial rejection of the new era to the euphoria and utopianism integrated with the democratic tradition.

C. King Cotton in the South

1. The students shall be able to indicate how the development of cotton shaped the economy of the South, pointing out the means by which it increased her dependence upon the plantation and the slave.

2. The students shall be able to identify both the economic and the socio-political effects of cotton, explaining how these effects helped to widen the differences between the North and the South.

D. American Political Expansion Westward.

1. The students shall be able to explain the principles of manifest destiny, revealing how these principles were applied in the penetration of Oregon, California, and Texas.

V. A Nation Divided

A. The Reopening of the Slavery Question

1. The students shall be able to explain the way in which the aftermath of the Mexican War aggravated the unsteady peace between North and South, indicating how the Compromise of 1850 remained as the only bridge between the two sections.

2. The students shall be able to determine the contributions made by the railroad rivalry, the tariff disputes, and the free-land agitation to the growing division between the North and the South.

3. The students shall be able to explain the developments leading to the Kansas-Nebraska Act, as well as its subsequent failure.

4. The students shall be able to outline the shifting political and social alliances which took place during the 1850's.

5. The students shall be able to describe the background events of the Dred Scott Decision, pointing out its implication for North-South relations.

B. The Civil War

1. The students shall be able to outline the events surrounding the election of 1860, identifying the characteristics of the Republicans and Lincoln, as well as those of the Democrats.

2. The students shall be able to describe the movement toward secession, relating it to the previous doctrines of interposition and nullification.

3. The students shall be able to compare the factors supporting both combattants, including the men and resources each held, the military strategy of each, and the economic structure of each.

4. The students shall be able to identify the major battles of the Civil War, indicating what role each played in the eventual Northern victory.

5. The students shall be able to point out the social consequences of the Emancipation Proclamation.

6. The students shall be able to identify the political, social, and economic results of the Civil War, indicating those which are still felt today.

Unit of Instruction

Example: The Imperial Generations

A survey of the early explorations of the New World; the entry of England into North America; the development of the American colonies; the rivalry between France and England.

A. An Old World Expands

General: The students shall be able to explain how the Crusaded and the subsequent efforts to achieve trade with the Orient led to the discovery of the New World.

Specific: The students shall be able to select from a list of statements those which best describe the accomplishments of the Crusades.

Specific: The students shall be able to state, in a brief written essay, the relationship between Europe's quest for new trade routes to the Orient and Columbus' discovery of the New World.

General: The students shall be able to outline the development of the Spanish Empire in the New World, describing it political structure, its economy, and the nature of its society.

Specific: The students shall match statements about certain discoveries and explorations of North and South America with the appropriate name of the Spanish conquistador.

Specific: The students shall be able to select from a list of statements those which best describe the political structure, the economy, and the society of Spanish America.

Specific: The students shall be able to list those factors which contributed most to Spain's power as an Empire builder.

General: The students shall be able to identify the motives behind England's expansion to North America.

Specific: The students shall be able to list at least four of the reasons which historians claim led Britain to embark upon building an empire in North America.

B. The English Colonies

General: The students shall be able to describe the nature of the Southern, the Middle, and the New England colonies, pointing out their social, economic, and political differences.

Specific: The students shall be able to select from a list of statements those which best describe the social and economic structure of the Southern plantation colonies. They shall be able to do the same for the Middle colonies, and the New England colonies.

Specific: The students shall be able to list at least five social, political, or economic characteristics that the three colonial regions held in common.

General: The students shall be able to outline the major tenets of Puritanism, and shall be able to show how they contributed to the development of the Massachusetts Bay colony.

Specific: The students shall be able to list the five basic beliefs developed by John Calvin and incorporated into the Puritan faith.

Specific: The students shall, in a brief essay, state the means by which Puritanism contributed to the development of a theocratic and oligarchy society in Massachusetts.

Specific: The student shall be able to list those factors which led to the ultimate downfall of the Puritan oligarchy and its influence in Massachusetts.

General: The students shall be able to identify the roles played by rationalism, deism, the Great Awakening, and the theories of Locke in the development of colonial culture.

Specific: The students shall be able to identify those beliefs of rationalism which were adapted to the theological view of Deism.

Specific: The students shall be able to write a brief essay in which he shall compare the beliefs of Deism with those of Puritanism and state the way in which the Great Awakening resulting from this conflict.

Specific: The students shall be able to list in consecutive order the basic points in Locke's theory of the social contract.

C. Struggle for the Continent

General: The students shall be able to describe the characteristics of the French dominion of New France, including its form of government, its economic system, as well as the personality of its population.

Specific: From a list of statements, the students shall be able to select those which best describe the dominion of New France.

General: The students shall be able to identify the off-setting advantages held by both Britain and France in their North American rivalry.

Specific: The students shall be able to list three advantages held by Britain in her struggle with France over North America, and three advantages held by France.

General: The students shall be able to explain what factors led to the contention between France and Britain in the French and Indian war.

Specific: In a brief essay,* the students shall be able to identify the reasons why the French and the British entered into combat over the Ohio region.

General: The students shall be able to point out the role played by the colonists during the French and Indian war, indicating what effect this role had on future relations between Britain and her colonies.

*Brief essay may be considered to be an essay of no more than one and one-half standard blue-book pages.

U.S. HISTORY TO 1865 OBJECTIVES: SET # 6

SECTION III.

HISTORY 7A

Statement of Major Course Objectives: The following objectives constitute the final three-hour examination at the end of the course. The student is requested in Part II. to write out his answers as the course proceeds rather than waiting to do it for the first time in class on the examination.

I. Given a list of one-hundred (100) multiple-choice questions, the student will, in one-hour, answer sixty questions correctly. Credit earned will be equal to ten (10) specific objectives.

II. Given the following list of essay questions, the student will answer any ten (10) of the sixteen posed. Each of the ten (10) answers will be 200-350 words in length. Total time allotted will be two-hours and no rewrites permitted. Credit earned will be equal to twenty (20) specific objectives.

1. The student will identify and contrast the historical forces at work in European settlement prior to the discovery and settlement of America; he will list the motives the Europeans had for coming to America both material and nonmaterial; he will illustrate how styles of colonization varied from nation to nation; and, write how the realities of the New World altered the plans and expectations that the Europeans brought to it.

2. The student will identify how Europeans became Americans in the New World; answer the question as to why America became something more than another Europe; and, list three patterns of living, belief, and thought which characterized provincial American civilization.

3. The student will write five instances for Britain's failure to centralize and conduct efficiently the administration of her colonies; list five benefits the colonies received from membership in the empire; and, answer the question why the American Revolution occurred and who was to blame.

4. The student will write why the Revolution changed in character from a colonial rebellion to a war of independence; list five problems the Americans confronted during the struggle and how well they solved them; and, write how far and in what forms American nationalism developed by the second half of the 1780's.

5. The student will identify five events of the 1780's which provoked the movement for strengthening the central government; describe how the constitutional reform of 1787-89 was carried out; illustrate the nature of the Founding Fathers-achievement; and, list five examples of how the Presidential administration of George Washington contributed to the triumph of nationalism.

6. The student will write how and why political parties took shape in the 1790's; write how the Jeffersonian Republicans were able to defeat the Federalists in 1800; solve what Jefferson's victory meant; list five achievements of the first Jefferson Administration (1801-05); and, define the meaning of Jeffersonian democracy.

7. The student will assess the responsibility of Jefferson and Madison for the Republicans' declining strength after 1805 and the descent of the United States from neutrality to war; list five causes of the War of 1812 and five results; illustrate how neither side won decisive advantage in battle or in the peace negotiations; and, identify three conditions which enabled the United States to withdraw from Europe during the postwar years.

8. The student will list five conditions in the United States that favored the advent and progress of industrialization; write how far technology and industry advanced during the first quarter of the 19th century; list five specific ways that technology and industry altered the economic and social development of the nation; and, identify how the government fostered their growth.

9. The student will identify the character of sectional distinctiveness; and, list five manifestations of sectionalism in national politics.

10. The student will identify Jackson's relationship to the democratic movement of his time; list five ways that Jacksonian democracy was different from Jeffersonian democracy; illustrate how Jackson met five significant issues which faced his administration; and, identify the political consequences of the Jacksonian movement.

11. The student will identify President Tyler's record as national and Whig party leader; describe how Secretary of State Daniel Webster settled three outstanding problems in Anglo-American relations in the negotiations of 1842; solve why President Polk succeeded in securing Oregon by diplomacy but resorted to war with Mexico to gain territory in the Southwest; write how the territorial acquisitions of the 1840's produced sectional crisis; and, by what means and with what success the Compromise of 1850 alleviated sectional conflict.

12. The student will list five reasons why the South changed less than other sections in the 1840's and 1850's; list five factors that accounted for the remarkable expansion of industry in the North accompanied by deterioration in the economic status of industrial workers; identify the impact of pre-Civil War railroad construction upon the national economy; and, list three reasons why economic changes of the period affected relationships among the sections and hindered the growth of American nationalism.

13. The student will list five of the romantic and authentically American elements in American writing and painting after 1830; list five reasons for and the characteristics of the popular demand for culture; and, identify the impact of the abolitionist movement upon the North and the South.

14. The student will list five reasons why the compromise structure of 1850 was defective; identify the character of the nation's leadership in the 1850's; write why an aggressive foreign policy failed to distract Americans from their internal problems; and, write how sectional extremism and emotionalism brought about a mounting crisis.

15. The student will solve whether or not President Lincoln responded in a wise and statesmanlike fashion to the secession crisis; compare and contrast the warmaking capacities of the Union and Confederacy and the abilities of their civilian leaders, Lincoln and Davis; list five reasons for the victory of the North; and, illustrate what the larger impact of the Civil War was on the society and economy of the United States.

UNIT I

THE AGE OF DISCOVERY AND SETTLEMENT IN THE NEW WORLD AND COLONIAL LIFE. (two weeks)

(What follows is an attempt to present to the student an overall perspective of the material found in the unit. This is an example of an "activity" reading sheet and could be done for each unit in the course.)

Europe did not discover the Western Hemisphere when the first European explorer set foot on American soil. For America to be "discovered." Europe had to recognize it to be a New World and be ready to develop it. Columbus in 1492, not Leif Ericson who landed in North America almost 500 years earlier, was the discoverer; after him came the explorers, conquistadores, missionary priests, fur traders, and settlers. Yet Columbus was not a full-fledged discoverer, for he believed until his death that he had fulfilled his single-minded ambition to sail west from Europe to the coast of Asia. By the time the New World had received a new name (after Amerigo Vespucci) in the early 16th century, western expansion across the Atlantic was in progress, and Europe had indeed discovered a New World.

Deep-rooted historical forces lay behind the discovery of America. Columbus's voyages and their aftermath of settlement were both consequences of and stages in the economic expansion of Europe which began with the revival of long-distance trade in the 11th century. Trade in oriental products (spices, silks, drugs, etc.), carried on by the Venetians between Constantinople across the Mediterranean and Europe, awakened the Europeans to new economic activities and worked changes in their society. Food, fur, lumber, and woolen cloth production increased. New towns sprang up. The manorial system, founded on the labor of serfs, gave way to an independent peasantry and new mobility of population. The Crusades of the 11th, 12th, and 13th centuries gave further stimulation to Mediterranean commerce. By the 14th and 15th centuries, however, western Europe suffered from depression and economic decline, partly due to problems in the trade which had earlier induced the boom. Consumer prices of oriental goods rose, pushed upward by the Italian monopoly in the Mediterranean, the high cost of land transport in Asia, the risk of robbery en route, and the large number of middlemen. The search by western merchants for new trade routes to Asia which would lower the consumer price of oriental goods while raising their profits provided one important impetus to the Age of Discovery.

Other stimuli were the persistence of crusading zeal, love of adventure, and advances in mapmaking, navigation, and shipbuilding. All of these factors -- commerce, religion, adventurousness, fascination with navigational knowledge -- were exemplified in the career of Portugal's Prince Henry the Navigator who sent his country's mariners probing the west coast of Africa in the period between 1415 and 1460. At the end of the 15th century the Portuguese reaped the reward for their long efforts: a water route to India and the East Indies around the Cape of Good Hope.

Portugal's success in the African route eastward explains why King John II lacked interest when Columbus proposed to him a voyage west across the Atlantic in search of an alternative passage to Asia. Protugal's rival, Spain, however, ultimately gave Columbus backing in hopes of material and religious gain. Though Columbus remained convinced he had found what he sought, despite extensive evidence that the islands he had discovered did not lie off the coast of Asia, his Spanish sponsors did not share his error for long. By the second decade of the 16th century Spanish conquistadores were building an empire in Central, South, and on the edges of North America. The hegemony Spain enjoyed in Europe under Charles V and Philip II rested in part upon the enormous wealth in precious metals yielded by her American colonies.

Spain's colonizers sought wealth, adventure, and glory for both God and Spain in the New World. During most of the 16th century they pursued these goals without competition from other Europeans. Portugal had agreed to concentrate on Africa and its newly opened commercial empire in Asia, confining its colonial activity in America to Brazil. France, troubled by civil and religious wars, was too internally preoccupied to take part in colonization, and the Dutch were fighting for independence from Philip II's Spain. England, small, relatively weak, though a rising nation, became a rival only at the end of the century when Spain's power was declining because of corruption at court, inflation from American wealth, and the revolt of the Netherlands.

The Elizabethan English saw America first as a barrier to be sailed around or through on the way to Asia (Frobisher), then as an arena for patriotic piracy against Spain's treasure galleons (Drake). Later Gilbert and Raleigh saw America as a place for English colonies, but their attempted settlements on Newfoundland and Roanoke Island failed for lack of proper planning and support. The great publicist for the English colonization Richard Hakluyt had argued in his Discourse on Western Planting (1584) for government sponsorship and support of the settlement of North America. But Queen Elizabeth I, though she encouraged Frobisher, Drake, Gilbert, and Raleigh, would not follow Hakluyt's urgings. The Elizabethans set a precedent for private initiative in colonization which prevailed throughout the founding of English settlements in the 17th century.

Unit I. continued -

The discovery of America was a result of the medieval expansion of European civilization. Buring the middle ages Europe was growing by extending her political power and commerce. Steady progress was being made in science and in geography. The discovery of America was the the most significant step in this progress and expansion of Europe. Europe's advancement made the times ripe for the discovery and if Columbus had not, some one else would soon ahve done so. To understand properly the discovery, it is necessary to survey its background in Europe. In doing so we see that the discovery is not an isolated event but instead is a step -- the most impcrtant one -- in the expansion of Europe. The Spanish first introduced European civilization to America. The Portuguese, French, Dutch, and English came later.

English colonization of America was long delayed. The Tudor kings busied themselves in consolidating their claims to the throne and in centralizing government in the crown. In 1497 John Cabot touched the North American coast and gave England her first claim to American soil but no settlement was attempted. After Henry VIII's divorce from his Spanish wife Catherine, England was distracted by the Protestant Reformation and the accompanying strife between the Protestants and Catholics. Spanish sea power also delayed the founding of an empire in America, but the defeat of the Spanish Armada in 1588 opened the way for colonization.

Many of the political institutions of England were transmitted to the United States through their establishment during the colonial

period. In America, England gained her first experience in developing machinery for control of colonies. Her controls were never as stringent as those of the other colonial powers in America. The geography of the Atlantic coast determined the natural resources of the different colonies; resources in turn strongly influenced the economy of the New England, Middle, and Southern colonies.

Goal I. The student will grasp the significance of the "expansion" of Europe through the discovery and settlement of the New World and understand the discrepancy between the objectives of European colonizers and the character of the colonial societies established.

Objective 1. The student will identify European nations; their leaders; and, approximate dates of colonization in the New World prior to the eighteenth (18th) century. 100

Objective 2. The student will write a paper outside of class between 200-300 words using the following statement as a thesis: "Though the Elizabethans failed as colonizers, they contributed to successful English colonization in the 17th century." 100

Objective 3. Given a list of colonizers, the student will write between 100-200 words each on four of the five listed, stating whether or not they were successful. 80

Goal II. The student will understand the role that economics played in creating regional differences in colonial America.

Objective 4. Given a list of multiple-choice type questions on various facets of the colonial economy, the student will solve them. For example:

Large tobacco plantations developed in Virginia because: 1) the low price of tobacco helped sales
2) of soil exhaustion elsewhere
3) of the reduced migration of indentured servants
4) of the availability of Negro slaves
5) of all of the above.

90

Objective 5. Outside of class the student will write a paper between 350-500 words on how the northern and southern colonies found markets for American products and how the solutions affected their patterns of life.

100

Goal III. The student will understand the religions of the colonials and the extent which religion permeated the society and culture of colonial America.

Objective 6. In class the student will write between 350-550 words defining; noting the leaders; and, comparing two religions that were important during this period.

100

Objective 7. Given a paragraph on the Great Awakening in class, the student will correct one or more of the underlined words so as to make it historically accurate.

80

Media:

Required Reading:

Garraty, pp. 1-62.

Jordan, pp. 1-18.

Supplementary Reading:

C. M. Andrews. The Colonial Period of American History, 1934.

P. L. Barbour. The Three Worlds of Captain John Smith, 1964.

J. B. Brebner. The Explorers of North America, 1933.

Stuart Bruhey. The Roots of American Economic Growth, 1965.

H. M. Jones. O Strange New World, 1964.

Wilcomb Washburn. The Governor and the Rebel, 1957.

UNIT II

AMERICA'S RELATIONSHIP WITH THE BRITISH EMPIRE AND THE AMERICAN REVOLUTION
(two and one-third weeks)

Provincial American civilization grew to maturity under the Old Colonial System. From the point of view of its administration the most striking feature of the Old Colonial System was its lack of system. Though the governments of the colonies, whether corporate, proprietary, or roayl, resembled one another in basic pattern and embodied English legal and institutional forms, they never came under the discipline of a centralized, imperial authority in America.

Mercantilism shaped the commercial regulations of the Old Colonial System. Valuing the colonies as a means to increase the wealth and power of the English nation in a world of competing nations and empires, English mercantilist thinkers and plain English merchants applauded the Navigation Acts.

Politically the colonists enjoyed remarkable freedom and local autonomy. Their assemblies self-consciously recapitulated the history of the House of Commons, using the power of the purse, popular backing, and accumulated precedent to widen their control over colonial affairs.

The prevailing interpretation of the Revolution here in America is that responsibility for it, though shared, was chiefly British and the leading causes were British actions, hardening attitudes, and ignorance of colonial conditions. The colonials' constitutional protests, backed by boycotts of British goods, the Stamp Act Congress,

and coercion of stamp agents by the Sons of Liberty, seemed in London a transparent cloak for colonial self-interest and lawlessness.

Had the British not embarked upon innovations in colonial policy after 1763, and had they not insisted on their right and power to govern the colonies as they wished--had they not, in other words, moved tardily toward centralization--the American Revolution might not have occurred, at least not in the 18th century.

Optimistic about their military strength after the Battle of Bunker Hill (Breed's Hill) (1775) and British abandonment of Boston, hopeful of foreign aid, the American revolutionaries overcame their fears during the spring of 1776. Early in July the Second Continental Congress voted to adopt Thomas Jefferson's Declaration of Independence.

In struggling to compel British recognition of their independence, the Americans faced staggering military, financial, and political problems. Most formidable of these was their military task.

Congress was handicapped further by its attempts to pay for the war by the hostility that Americans had learned at the hands of the British. It resorted to requisitions on the states, extensive borrowing, and fiat money.

The nationalism of the Americans had not only thrived under the stimulus of war, it had also changed in character. Before 1775 a weak, cultural nationalism--a sense of the distinctiveness of American society as compared with society across the Atlantic--existed alongside strong provincial attachments and imperial loyalty. During the Revolution a new, political form of nationalism arose, expressed by the decision for independence and a central government and the demands of some

Americans for strengthening the Articles of Confederation. Though loyalty to the states remained powerful, loyalty to the new nation grew constantly stronger in the 1780's.

Goal I. The student will understand and grasp the significance of of the Old Colonial System.

Objective 1. Given a list of multiple-choice questions, the student will identify the correct response. For example: Which British governmental body established colonial policy?

1) The king's Privy Council
2) The Board of Trade
3) The Board of Customs Commissioners
4) The Lords of Trade
5) The House of Lords

90

Objective 2. Outside of class the student will write a paper of between 350-550 words describing the Old Colonial System as to its: political aspects; bullionism; and, Navigation Acts.

100

Objective 3. Given a list of British Acts the student will respond in class by choosing the correct provisions to the acts.

80

Goal II. The student will understand the immense spoils and complex new problems that Britain possessed at the end of the Great War for the Empire (1763).

Objective 4. Given an identifying statement concerning an outstanding individual in the Great War, the student will correctly state said person in class in paper.

100

Objective 5. Given a map in class the student will draw the new boundaries that surrounded British territory in North America in 1763.

100

Goal III. The student will understand some of the political philosophies which provided the Americans with ideas of self-government.

Objective 6. In class the student will write in 200 words or less a political philosophy in Locke's Second Treatise of Government with no aids and no rewrites permitted.

100

Goal IV. The student will understand, appreciate, and grasp the significance of the American Revolution.

Objective 7. Given a list of individuals and pamphlets the student will write the importance of each in 50 words or less.

90

Objective 8. Given a list of battles the student will write regarding each battle the: location; victor; leaders; and, ramifications of each.

80

Objective 9. Given a list of multiple-choice questions on the international diplomacy of the time, the student will respond correctly.

70

Goal V. The student will grasp the significance of the Second Continental Congress.

Objective 10. Given a list of five-man groups which were appointed by Congress to perform important tasks, the student will identify by listing the groups; which members were most important; and, their contributions.

80

Goal VI. The student will know and grasp the significance of the Declaration of Independence.

Objective 11. Outside of class the student will write between 350-550 words on: the relation between the two parts; why the king was singled out for charges of tyranny; and, account for the great influence the document has had in modern history.

100

Media -

Required Reading:

Garraty, pp. 62-139.

Jordan, pp. 19-41.

UNIT III

THE TRIUMPH OF AMERICAN NATIONALISM AND JEFFERSON DEMOCRACY
(two and one-third weeks)

By 1787 many Americans were blaming the shortcomings of the Articles of Confederation for a parade of national ills and frustrations. Domestic difficulties in particular drove home the less of the Articles' inadequacy. During 1784-87 the country suffered a serious depression and money shortage, initially caused by economic readjustment after the war and worsened by British commercial policy toward the United States.

The means chosen by nationalists to engineer constitutional reform in 1787-89 were not always strictly legal, but neither were they genuinely revolutionary. They employed the method of constitution-making developed by the states during the Revolution: a special convention charged with the task of framing fundamental law. Drafting the Constitution was only the first stage of reform. The second, to win popular assent to its innovations through ratification by special conventions in the states, required an organized campaign by the Constitution's supporters, the Federalists.

The achievement of the Founding Fathers was to create a government strong enough to meet national needs, yet not so strong as to threaten liberty. The Presidency had been delineated at the Philadelphia convention with George Washington in mind. Chosen unanimously as the first Chief Executive, he brought to his office and the new government

universal respect by conducting himself with reserve, dignity, and awareness of the precedents he was setting.

The victory of Jefferson's Republican party in 1800 was certainly the fruit of his leadership, but it was even more a measure of Federalist failure. Jefferson saw his election to the Presidency as the "Revolution of 1800," the beginning of a new era in American government.

The main achievements of his first term were extensions of national power that appeared to belie Jeffersonian principles. One could say that Jeffersonian democracy was a political movement which succeeded.

Circumstances that Jefferson and Madison could not control had much to do with the problems they faced. In domestic politics, although Jefferson could do little about the attacks of Randolph and the anti-administration "Quids," he played a determining role in the making of another Republican renegade, Asron Burr.

In foreign affairs the possibilities open to Jefferson were severely limited. In a struggle between the British and Napoleon for supremacy, no one could expect these great belligerents to give way to the wishes of the weak, neutral United States.

And later the War of 1812 was needless, since the Americans had gained their point before it began, it was also unwise. The United States went to war in part because of Jefferson's and Madison's faulty diplomacy. Though each side enjoyed a special advantage in the war -- Great Britain on the seas, the United States in North America, neither could use its strength decisively.

For the United States 1815 was a watershed. It ended more than two decades of diplomatic problems caused by European wars and opened

a period of American isolation from Europe which stretched almost to the end of the 19th century.

The crowning expression of the American policy of withdrawal came as a declaration in 1823 from the President of the United States, later called the Monroe Doctrine.

Goal I. The student will understand and appreciate the Confederation period.

Objective 1. After examining the old-fashioned interpretation of the Confederation as a "critical period," the student appraise the positive accomplishments of Americans under the Articles of Confederation and analyze the shortcomings of the Articles in a paper outside of class between 450-650 words.

100

Goal II. The student will understand the process of the framing of the Constitution and appreciate the significance of it.

Objective 2. Given a list of men who helped frame the Constitution, the student will write in class in 50 words or less, the motives and successes that certain individuals possessed.

80

Goal III. The student will understand and grasp the significance of George Washington as first President of the United States.

Objective 3. Outside of class the student will write a paper of between 550-750 words in which he will consider the extent and importance of Washington's view of Presidential powers; his contribution to the establishment of a working government under the Constitution; and, his role in the emergence of political parties.

100

Goal IV. The student will understand Thomas Jefferson: the man and his ideas.

Objective 4. Given a short essay explaining Jefferson's views of human nature, history, and society, particularly his agrarianism and the democratic aspects of his thought, the student will in class correct any of the underlined words which may be false.

90

Goal V. The student will understand and appreciate the emergence of political parties.

Objective 5. In class the student will compare and contrast the Federalist and Republican parties as well as give reasons for the formation of parties in 300 words or less with no aids or rewrites.
100

Goal VI. The student will know and understand the War of 1812.

Objective 6. Given a list of causes of the War of 1812, the student will mark which cause is correct in twenty minutes in class.
90

Objective 7. Outside of class the student will write 350-450 comparing and contrasting the views of two prominent historians regarding the causes of the War of 1812.

Goal VII. The student will know and understand the significance of the Monroe Doctrine.

Objective 8. In class the student will write in 200 words or less three events which prompted Monroe to make this statement on American policy.
100

Objective 9. Given a list of multiple-choice questions the student will answer them in regard to what was thought by Great Britain and other European countries about the importance of the Doctrine.
90

Media -

Required Reading:

Garraty, pp. 140-208.

Jordan, pp. 42-70.

Supplementary Reading:

Henry Adams, John Randolph.

C. A. Beard. Economic Origins of Jeffersonian Democracy, 1915.

Beiren. The War of 1812, 1948.

UNIT IV

THE AGE OF JACKSON AND THE EMERGENCE OF SECTIONALISM
(two and one-third weeks)

Modern technology and modern industry--forces new to American life--migrated from Great Britain to the United States in the 18th century and gradually transformed the American economy and American society in the course of the 19th century.

The events and the spirit which brought the American nation into existence and furnished it with effective government also prepared the way for industrialization. Independence, the energy and initiative released by the Revolution, and the national framework for economic growth provided by the Constitution speeded the Atlantic crossing of the essentials for industrial growth which had developed earlier in Great Britain.

Regional differences were a familiar aspect of American life long before the early 19th century. Three features of sectionalism were becoming apparent in the 1820's. It was during this time that the distinctiveness of sectional ways of life, temporarily hidden by the burgeoning nationalism of the "Era of Good Fellins," became so apparent as to command acknowledgment. In consequence, toward the end of the decade self-conscious sectionalism appeared as northerners, southerners, and westerners grew increasingly aware of theis sections' special characteristics and competing interests. Thirdly, sectional awareness found expression in politics, particularly in the formation

of sectional coalitions in Congress, the emergence of sectional political leaders, and political conflict over sectional issues.

The Age of Jackson was a distinct period in the growth of American democracy, a period dominated by Jackson's charismatic leadership and by a popular movement which at once sprang from and lent impetus to the rise of the common man in American life.

But the movement he led as President had gotten underway before he found himself at its head. The advance of political and social democracy, though a major accompaniment of Jackson's Presidency, did not become a sharply defined, controversial issue in the 1830's. But his administration did face other questions which tested Jackson's capacities as a national leader. In each case Jackson's personality and popularity shaped the outcome, and by his actions he at once added to his large following and provoked the formation of an opposition.

Goal I. The student will understand and be able to evaluate the early stages of American industrialization.

Objective 1. Given a list of terms pertaining to industrialization, the student will define each in 25 words or less.

90

Objective 2. The student will write outside of class a paper between 450-550 words identifying the impact on American development of advances in transportation, especially roads, canals, and the steamboat.

100

Goal II. The student will understand sectionalism as a force in early American history.

Objective 3. The student will solve a list of multiple-choice items which examine the nature of sectionalism and its manifestations in economic, social, cultural, and political life.

80

Goal III. The student will grasp the significance of the political developments on the national scene during the years 1815-28.

Objective 4. The student will solve a list of multiple-choice items on the elections of 1824 and 1828.

90

Objective 5. Outside of class the student will write a paper of 250-350 words on the disappearance of old party divisions and the character of Monroe's popularity in the "Era of Good Feelings."

100

Goal IV. The student will understand the Missouri Compromise and its later ramifications.

Objective 6. Outside of class the student will write a paper of 250-350 words in which he analyzes the issues, means for reaching a settlement, and implications of the Missouri Compromise.

100

Goal V. The student will understand the "character" of Jacksonian Democracy.

Objective 7. The student will solve a list of multiple-choice items which are concerned with how American society and politics grew more democratic before and during Jackson's terms in office.

90

Objective 8. Outside of class the student will write a paper of 450-550 words in which he examines Jackson's Presidential style: his use of executive power - especially the veto; the appointing power; and, the authority to conduct foreign relations - and his ability as a party leader.

100

Goal VI. The student will understand selected issues of historical importance that occurred during the Age of Jackson.

Objective 9. Given a list of issues the student will write how Jackson handled them in terms of what was best for him and his party.

80

Goal VII. The student will understand the election of 1840.

Objective 10. Given a list of multiple-choice items the student

solve them in the light of his knowledge on the campaign, participants, and the real issues.

Media -

Required Reading:

Garraty, pp. 209-280.

Jordan, pp. 71-99.

Supplementary Reading:

Margaret Coit. John C. Calhoun.

R. H. Dana. Two Years Before the Mast.

Grund. Aristocracy in America: From the Sketchbook of a German Nobleman.

Marquis James. Andrew Jackson: Border Captain

Marvin Meyers. Jacksonian Persuasion, Politics and Belief.

Irvin Peithmann. Unconquered Seminoles.

Arthur M. Schlesigner, Jr. Age of Jackson.

J. W. Ward. Andrew Jackson: Symbol of an Age.

UNIT V

WESTWARD EXPANSION: THE PROBLEM OF SLAVERY: ECONOMIC CHANGES:
AND, THE ROMANTIC AGE
(two weeks)

From the 18th century onward the American nation was an expanding one, but not until the 1840's--the decade of "manifest destiny"--did national expansion as such become an issue in the public mind.

Polk brought to the Presidency qualities which explain his remarkable success. Hard-working, strong-willed, toughened by long political experience, intensely partisan, he accomplished everything he set out to do despite his announced intention to retire at the end of his term. Under his leadership Congress lowered the tariff of 1842, restored the Independent Treasury, and, as Polk wished, approved no internal improvements. As Polk also wished, the nation acquired during his administration not only Texas, but Oregon, California, and New Mexico. Diplomacy secured Oregon for the United States, but the southwestern territories were fruits of conquest in war with Mexico.

The Compromise of 1850, which settled, at least for a time, the territorial question and other disruptive sectional issues, was the fruit of Henry Clay's statesmanship, Daniel Webster's support, and the skill of Stephen A. Douglas of Illinois in managing on the floor of the Senate bills Clay had introduced. In the heat of the crisis, setting aside his personal ambitions and resentments, the aging Clay offered to the Senate in January 1850 a plan for preserving the Union

through measures designed to serve the interests of both North and South.

The two decades before the Civil War--years of territorial expansion and recurring sectional crises--were also a period of rapid economic growth. In part the 1840's and 1850's saw the acceleration of earlier trends toward a national economy characterized by sectional exchange and interdependence. In part new features appeared: specialization of producers and increase in size of the unit of production. And within the economy basic adjustments took place as northern industry and railroad construction replaced cotton as the chief forces behind expansion, as agriculture spread further west, as patterns of foreign commerce were altered, and as European immigrants flooded into east coast ports.

The remarkable economic growth of the pre-Civil War years advanced nationalism and sectionalism simultaneously. Stepped-up movement of goods and people among the sections and the economic integration of East and West strenghthened Americans' attachment to Union. But sectional specialization of function intensified the sense of difference between the nation's economic regions. Despite dislocations like the panic of 1857, which checked agricultural expansion and hurt railroads and manufactures, the United States enjoyed a basically vigorous, healthful, and expanding national economy--until sectional crisis and the Civil War introduced new shaping forces into American economic development.

During the pre-Civil War years when the United States expanded to the Pacific and enjoyed surging economic growth, American culture moved toward emancipation from the culture of Europe which it had long reflected and imitated. After 1830 trans-atlantic influences certainly did not cease, but American art and thought increasingly expressed American experience. Although American writers imbibed European romanticism and American reformers sometimes followed European precedents (as in the cases of the antislavery movement and utopian socialism), there appeared, in the 1830's and after, an impressive, original American listerature and a richly varied movement of reform which embodied American attitudes and ideals. In this period increasing popular interest in culture, especially in the North, provided an expanding, though not always discriminating, audience for American writers and artists. The public also accepted the need for improvement in American society, although they rejected extremist proposals and ridiculed reformers they thought impractical cranks. Emphasizing feeling rather than thought, enthusiastically individualistic, open to variety, self-confident, the period from 1830 to 1860 can be aptly called the "Romantic Age."

Goal I. The student will understand the nature of Manifest Destiny.

Objective 1. Outside of class the student will write a paper of 450-650 words in which he analyzes through comparison and illustration the ideology of American expansion in the 1840's. He will be sure to discuss the relations of expansionist ideas and slogans to concrete national interests and consider whether manifest destiny was a camouflage for aggression.

Goal II. The student will understand the interpolations and extrapolations of The Compromise of 1850.

Objective 2. Given a list of multiple-choice items on the provisions and implications of the compromise, the student will solve them.

90

Objective 3. Outside of class the student will write a paper of 450-550 words in which he traces the development of it from the Northwest Ordinance through the Missouri Compromise to the controversy over the Mexican Cession.

Objective 4. The student will solve a list of true-false questions on slavery in the District of Columbia, the interstate slave trade, and the fugitive slave law.

90

Goal III. The student will understand the role that immigration played in the American labor scence in 1840-60.

Objective 5. The student will solve a list of multiple-choice items on the nationalities of the immigrants; where they settled; what kind of work they did; and, how their prescence affected the American laborer.

90

Goal IV. The student will understand the sources of American economic growth, 1840-60.

Objective 6. The student will solve a list of multiple-choice items concerned with the role of increased foreign commerce, northern industrial development, and transportation improvements, particularly railroads, in the acceleration of economic growth in the United States.

80

Goal V. The student will understand and appreciate the significance of Romanticism in American literature and painting.

Objective 7. Given a list of major literary works and paintings the student will compare and contrast two of them in terms of his own appreciation of the romantic attitude.

100

Goal VI. The student will understand and be able to evaluate the evolution of the antislavery movement.

Objective 8. The student will solve a list of multiple-choice items concerning the major figures and the responses to abolitionism in the North and the South.

Media -

Required Reading:

Garraty, pp. 306-376.

Jordan, pp. 102-131.

Supplementary Reading:

Irving H. Bartlett. William Ellery Channing, Unitarian Christianity and Other Essays.

H. S. Commager. Era of Reform, 1830-1860.

Charlotte L. Forten. Journal of Charlotte L. Forten: A Free Negro in the Slave Era.

Maddyn A. Jones. American Immigration.

S. E. Morrison. Maritime History of Massachusetts.

Lewis Mumford. Story of Utopias.

F. L. Olmstead. Slave States.

C. P. Russell. Guns on the Early Frontiers: A History of Firearms.

H. W. Stephenson, Basic History of the Old South.

Warren Tryon. Life in America.

UNIT VI

THE CAUSES AND RESULTS OF THE CIVIL WAR
(two and two-thirds weeks)

In the early 1850's Americans north and south--except extremists in both sections--accepted as "permanent" the compromise which opened the decade. In 1860, when a sectional candidate won the Presidency, the nation confronted disunion and imminent civil war.

In 1861 the Confederate bombardment of the beleaguered garrison at Fort Sumter dashed the last hopes of resolving the secession crisis by compromise or patient waiting. A majority of Americans rallied behind Lincoln's resort to arms to save the Union from permanent division. Four years of war achieved this purpose, but the Union of 1861 was not restored in 1865. The 600,000 dead, the billions expended, the property destroyed were irretrievable losses. North and South, though joined again in a single nation, were altered by the conflict.

The Civil War settled certain large issues: the Union was safe from secession and accepted, North and South, as indissoluble; the slaves were free; republicanism and democracy had endured. But American society, though more integrated than before the war, faced the hardship of living down wartime hatreds and the huge challenge of adjusting to Negro freedom. The national economy, stimulated by wartime demand and, in the North, by important economic legislation like the tariffs, the Pacific Railway Act (1862), and the National Banking Act (1863) and made more complex and efficient by problems of organization and

planning, presented a mixed record for the years 1861-65. Though the North had bustled with activity, its heavy industrial production has experienced no dramatic expansion. In the South two-thirds of the railroad mileage had been destroyed. Throughout the warring nation the growth of total commodity output had lagged, prices had soared while wages increased much more slowly, and chronic shortages of labor and (especially in the South) of goods had not been alleviated. Inflation and shortages had stimulated among businessmen speculation, materialims, and corrupt practices, attitudes and behavior which became dominant in the postwar period. Though the war thrust the nation faster along the path of industrial development, its detrimental effects on economic life at least equaled and perhaps exceeded its benefits.

Goal I. The student will understand the role that Abraham Lincoln played during the coming of the Civil War.

Objective 1. Outside of class the student will write 350-450 words describing Lincoln's re-entrance into politics in 1854 and emphasizing his motives for taking a stand on slavery and the growth of the Republican party.

100

Objective 2. Outside of class the student will write 250-350 words describing the Lincoln-Douglas debates and Lincoln's position.

100

Goal II. The student will understand and grasp the significance of the Civil War.

Objective 3. The student will solve a list of multiple-choice items on the leaders both civilian and military; major battles; and, logistic influences of the war.

70

Objective 4. Outside of class the student will write 550-750 words solving the thesis that conflict between North and South could not have been avoided, considering the role in sectional antagonism of economic forces, divergent civilzations, and the moral issue of slavery.

100

Goal III. The student will understand the statesmanship of the Civil War: Lincoln and Davis

Objective 5. Outside of class the student will write 450-550 words outlining the problems of leadership confronted by Lincoln and Davis and comparing and contrasting their personal characteristics and their ability as administrators, executives, politicians, commanders-in-chief, and popular leaders.

100

Goal IV. The student will understand the generalship of the Civil War.

Objective 6. The student will solve a list of multiple-choice items concenred with the strategic thinking of the outstanding generals and their abilities in the field. Special attention will be given to Grant, Sherman, and Lee.

70

Goal V. The student will understand Lincoln and the Emancipation Proclamation.

Objective 7. Outside of class the student will write 250-350 words identifying Lincoln's attitudes toward the slavery question during the war; his reasons for issuing the Emancipation Proclamation; and, its effect in both sections 1862-1865.

100

Goal VI. The student will understand the domestic life behind the lines.

Objective 8. Outside of class the student will write 350-450 words comparing and contrasting the impact of the war on politics and on social and economic conditions in the North and the South.

100

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